# 2017-18 Work-Based Learning Student Growth Portfolio Model Pilot

## August 23, 2017

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# Objectives

- Understand what a portfolio growth model is and how it is currently used in Tennessee

- Understand what participation in the pilot would require of your district and teachers and the timeline of activities

- Learn how a growth score would be generated for your WBL coordinators based on their students' work

- Learn about the Artifact Scoring Guide and peer review process

# Portfolio Growth Models

# WHY Use a Portfolio Growth Model?

- **Portfolio Growth Models for Educator Assessment (TEAM)**
  - [Portfolio growth models](#) produce authentic student growth measures unique to an individual teacher's students. Through video, audio, and pictures of student work, teachers capture student growth in real time. Educators who use portfolio growth models for their professional growth measures express increased satisfaction with the evaluation process, as well as a renewed sense of purpose, connection, and support for their work.

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# WHY Use a Portfolio Growth Model?

- Portfolio Growth Models are:
  - Student centered
  - Teacher developed
  - Promoters of teacher professional growth
  - Peer reviewed by content specialists
  - Correlated with state evaluation models
- Key elements of a Portfolio Growth Model:
  - Scores student work against the standards at two points in time (early and late in the term)
  - Contains student work at varying levels (emerging, proficient, and advanced)

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# WBL Growth Portfolio Development

Phase I (2016-17): DEVELOP- Committee develops portfolio parameters and artifact rubric and tests its validity

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Phase II (2017-18): PILOT - Districts/WBL coordinators pilot the use of WBL portfolio growth measures for WBL coordinators

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Phase III (2018-19): ROLLOUT PORTFOLIO GROWTH MEASURES - Districts/WBL coordinators may begin to fully use portfolio growth measures

# WBL Student Growth Portfolio Model Pilot

- Test the use of a portfolio growth measure to generate a TEAM growth score for WBL coordinators who oversee the WBL: Career Practicum (6105) course

- Participate in a no-stakes environment in 2017-18

- Determine expected amount of growth for students

- Promote and strengthen strong portfolio and artifact development practices among WBL coordinators

- Receive trainings, tools, and resources to help drive local PD for WBL coordinators

- Benefit from assessment expertise as well as training and scoring system support

# How is the "growth portfolio" different from a student's "WBL portfolio?"

- **WBL Portfolio**: A student's collection of artifacts that reflects mastery over content and course standards. CTE capstone courses are moving toward the use of the portfolio as a form of summative assessment for students.

- **Growth Portfolio**: A set of artifacts that a teacher submits to generate a growth score. Artifacts are selected to represent the work of multiple students and multiple standards. Artifacts are collected early and late in the term to show student progress.
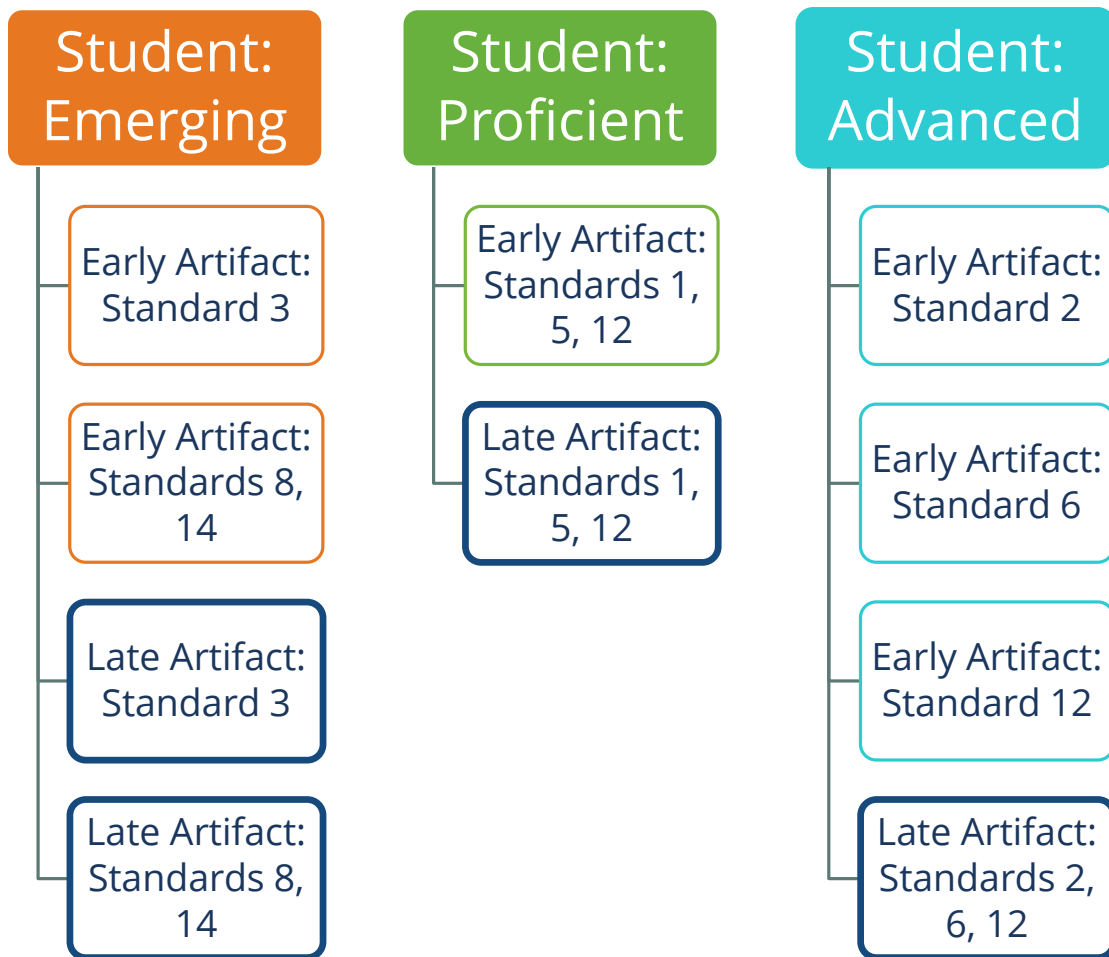
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**Teacher Growth Portfolio**

# Growth Portfolio Requirements

- Teachers will submit artifacts from three students at various skill levels: emerging, proficient, and advanced.
- All students must be selected from the same section of the *WBL: Career Practicum* (6105) course.
- For each student, teachers will submit early and late artifacts that correlate to the same standards.
- Early and late artifacts must represent ***at least*** one standard from each of the three categories:
  - Career Knowledge and Navigation Skills (#1–4),
  - 21st Century Learning and Innovation Skills (#5–10), and
  - Personal and Social Skills (#11–15).

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# Example of Teacher Growth Portfolio

**Student: Emerging**

- Early Artifact: Standard 3
- Early Artifact: Standards 8, 14
- Late Artifact: Standard 3
- Late Artifact: Standards 8, 14

**Student: Proficient**

- Early Artifact: Standards 1, 5, 12
- Late Artifact: Standards 1, 5, 12

**Student: Advanced**

- Early Artifact: Standard 2
- Early Artifact: Standard 6
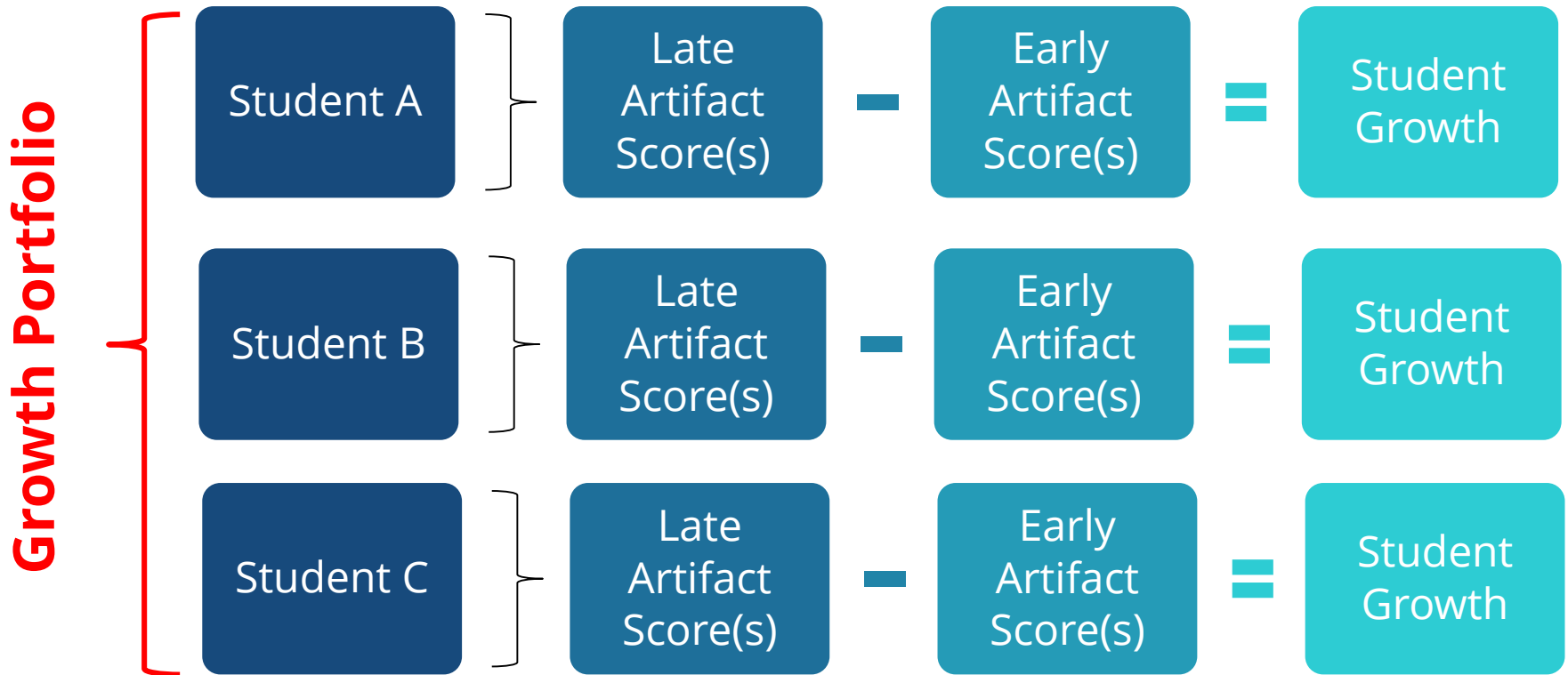- Early Artifact: Standard 12
- Late Artifact: Standards 2, 6, 12

Teachers may submit artifacts in a number of combinations, as long as:
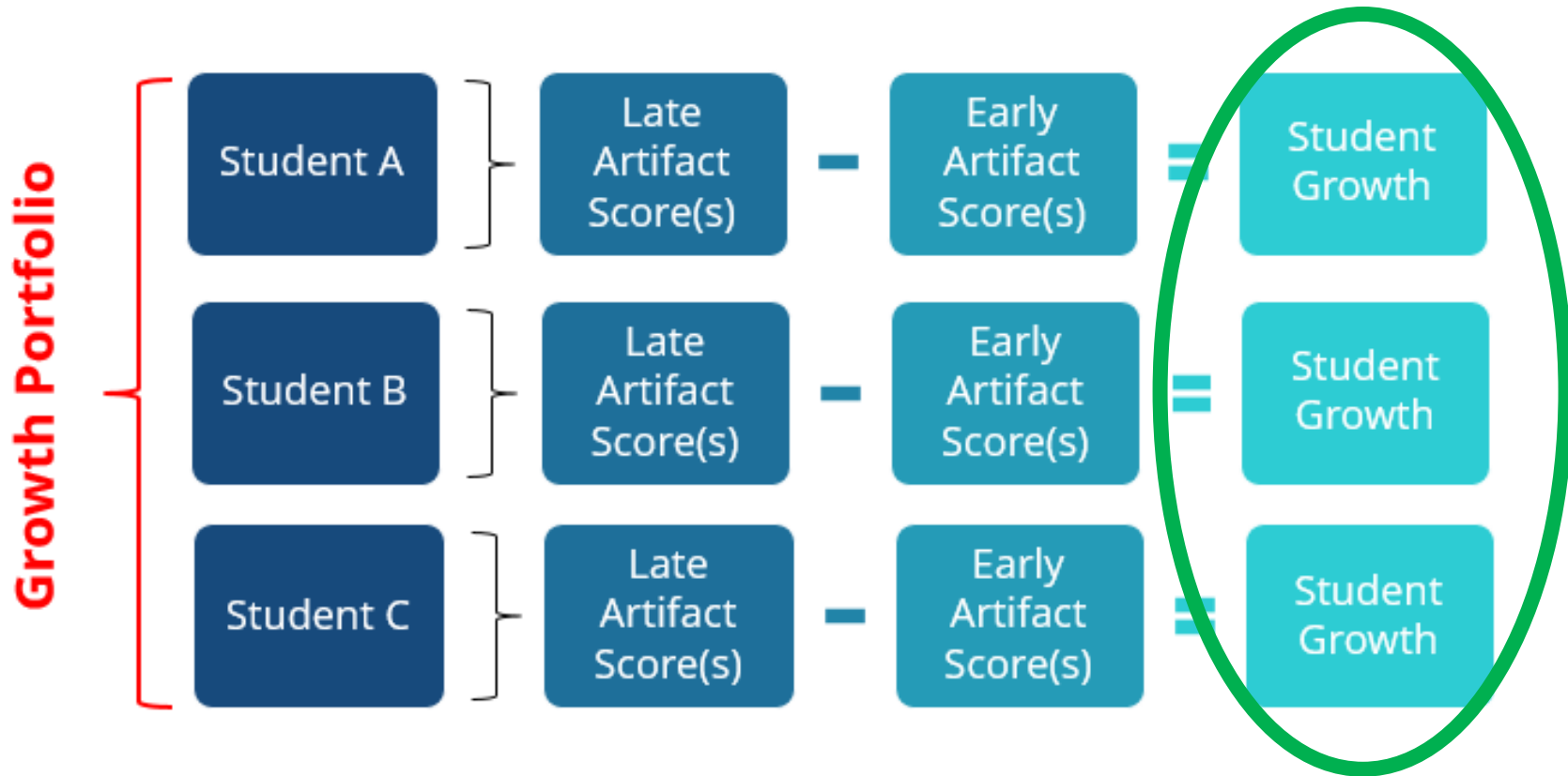
- minimum requirement of standards are met,
- early and late artifacts align to the same standards, and
- all students are selected from the same section of the course.

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# Determining Student Growth Using the Artifact Scoring Guide

- The reviewer rates all artifacts submitted in the Growth Portfolio and scores each artifact:

**Growth Portfolio**

| Student A | Late Artifact Score(s) | − | Early Artifact Score(s) | = | Student Growth |
| Student B | Late Artifact Score(s) | − | Early Artifact Score(s) | = | Student Growth |
| Student C | Late Artifact Score(s) | − | Early Artifact Score(s) | = | Student Growth |

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# Teacher Growth Score



**Average Student Growth → Teacher Growth Score**

# Who reviews the "growth portfolio" artifacts?

- Artifacts are peer-reviewed by multiple "scorers" who teach the WBL: Career Practicum (6105) course standards and are certified WBL coordinators. Submitted artifacts are reviewed by scorers using an Artifact Scoring Guide, which provides key "look-fors" as evidence of standard attainment.

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# Does a WBL coordinator submit the student's entire portfolio?

- No. The teacher selects three students and identifies a handful of artifacts from early and late in the term that demonstrate growth against one or more standards. The model relies on submitted samples to indicate to what degree a teacher is impacting student growth across his/her class, regardless of the student's incoming skill level.

# Timeline/Next Steps

# Pilot Timeline

**Summer 2017: Districts…**
1. Learn about <u>portfolio growth measure models</u> and experiences from Tennessee teachers.
2. View/share this webinar to identify rollout strategies and understand the pilot process and timeline.
3. Review Artifact Scoring Guide and related pilot materials and submit intent to participate by **Sept. 15**.

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# Pilot Timeline

**2017-18 School Year: Districts...**

4. Sign a memorandum of understanding (MOU) by **Sept. 29** to confirm participation. Communicate with WBL coordinators and host internal planning meetings to communicate about the pilot and share resources with teachers. Recommend WBL coordinator(s) to serve as peer reviewers.
5. Ensure all WBL coordinators teaching *WBL: Career Practicum (6105)* view recorded webinar and pilot materials by **Sept. 29**.
6. Program Managers participate in five virtual meetings (Oct., Nov., Jan., Feb., and March) to share successful practices and support teachers in developing quality artifacts for submission using provided resources.
7. Ensure teachers submit artifacts in **April 2018** for peer review, results released in early fall 2018.
8. Benefit from WBL coordinator receiving a renewed WBL certificate for full participation in the pilot in **May 2018**.

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# The Department's Role

- Collaborate with national assessment experts to bring growth portfolio assessment expertise and training to participating districts

- Provide trainings and resources for districts to promote quality artifact development with WBL coordinators
  - Share strong artifact samples
  - Provide tools for assessing quality artifacts
  - Promote strong practices that districts can use to set teachers up for success

- Train peer reviewers in the consistent use of the scoring guide and use of the online system

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# District Responsibilities

- Convene WBL coordinators to set and communicate expectations for participation

- Assist WBL coordinators in accurately assessing student knowledge and skills at the beginning of the year or term

- Convene WBL coordinators multiple times during the school year to share training materials and prepare teachers for successful pilot participation and promote strong WBL facilitation methods

- Ensure WBL coordinators submit artifacts on time and according to submission requirements

- Recommend WBL coordinators to serve as peer reviewers from your district

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**Artifact Scoring Guide and Peer Review Process**

# Peer Review Process

- Recommended WBL coordinators will receive training from national assessment experts on how to review and score artifacts using the provided scoring guide.

- Training will include use of the system and how to assess using the provided scoring guide.

- Two scorers will review each Growth Portfolio in its entirety.

- Like scores will prevail. If scores are not closely aligned, growth portfolios will go to a third reviewer or department staff for final review.
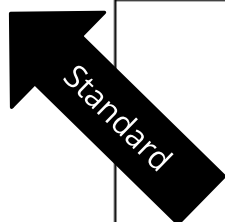
# Artifact Scoring Guide

- The Artifact Scoring Guide is a guide/rubric to determine the level of proficiency demonstrated through an artifact, based on course standards.
  - Five levels of proficiency describe specific "look-fors" to assist with scoring artifacts against each standard
  - Developed and tested by the 2016-17 Portfolio Committee
  - May be used by WBL coordinators to plan for successful artifact development

# Artifact Scoring Guide SAMPLE

## Artifact Scoring Guide for WBL: Career Practicum (6105)

| Level: Description | Novice: Artifact attests to basic or introductory level understanding of the overall concept or skills addressed in the standard. | Approaching Proficiency: Artifact clearly attests to part of the standard, but not all facets are covered by the artifact to demonstrate full proficiency. (L1) | Proficiency: Artifact clearly meets all basic expectations for the standard by clearly representing demonstration of skills has occurred at a moment in time. (Descriptive, L2) | Advanced: Artifact clearly demonstrates basic proficiency of skills in the standard and documents deeper reflection, thinking, or interpretation of the skills and their application or use within a work context. (Exploratory, L3) | Mastery: Artifact clearly demonstrates proficiency of skills in standard and a conclusion is drawn and/or defended based on multiple observations or reflections. (Explanatory, L4) |
|---|---|---|---|---|---|
| Key Question | May answer the question, "What is the overall purpose or function for these skills?" | May answer the question, "Which components can I do?" | May answer the question, "What do I know/ what can I do to show these skills?" | May answer the question "What did you find interesting or surprising?" | May answer the question "What does all this mean and why does it matter?" |
| Standard 1: | Safety | | | | |
| | | Artifact demonstrates understanding of what safety is and why it is important. | Artifact demonstrates awareness of safety requirements and basic ability to comply with workplace safety in the classroom and in the workplace. | Artifact demonstrates ability to comply with safety requirements in the workplace and documents deeper reflection or interpretation of how/when safety applies or differences between workplace contexts or situations. | Artifact demonstrates ability to comply with safety and reflects deep conceptual understanding through either transfer knowledge of safety practices to others effectively or the application of knowledge or practices to new context or environment. |
| Standard 2: | Career Paths | | | | |
| | | Artifact demonstrates ability to complete interest inventory and interpret results. | Artifact demonstrates ability to apply interests and career inventory results into short, mid-, and long-term career goals. | Artifact demonstrates ability to set career goals based on interests and inventories while drawing from additional sources to | Artifact reflects broad understanding of career paths and options that connect with personal career goals and interests |

**Standard** (arrow annotation)

**"Look-fors" provided by Level** (arrow annotation)

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# Using the Artifact Scoring Guide

- Each artifact must:
  - have a cover sheet to identify which standard(s) are demonstrated;
  - draw the reviewer's attention to the section or component that relates to the standard, especially for larger artifacts (e.g., website with multiple pages, longer writing sample); and
  - be clear/legible enough to review without difficulty.
- The reviewer selects a proficiency level for the artifact based on the skill evident in the artifact as they relate to the standard.
- Scores of early artifacts are compared to scores of late artifacts to determine growth.

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# Example of Student Growth

- Student A:
  - Early Artifact: Proficient
  - Late Artifact: Advanced
  - Student growth: 1 Level
- Student B:
  - Early Artifact: Novice
  - Late Artifact: Proficient
  - Student growth: 2 Levels
- Student C:
  - Early Artifact: Approaching Proficient
  - Late Artifact: Advanced
  - Student growth: 2 Levels

**Average Student Growth: 1.7 levels**

*Note: This example is for explanation purposes only. Exact calculation of scores and partial credit scores are under consideration and will be determined as a result of the pilot.*

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*Districts and schools in Tennessee will exemplify excellence and equity such that all students are equipped with the knowledge and skills to successfully embark on their chosen path in life.*

**Excellence | Optimism | Judgment | Courage | Teamwork**